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APRIL 1955

CONVENTION ISSUE

EDITORIAL

ANOTHER BIRTHDAY

Each year, as has been the case for quite some time, we dedicate one issue of the *Journal* to the Ohio Institute. At one time it was the May issue. Since the change in dates of the Institute, our dedicatory number has been the April issue.

There are many reasons for this formal recognition: The importance of the Institute, its long-time service, our one-day meeting held in conjunction with it, and the common purposes shared by the Institute and the AERT.

There is, however, another reason which may often be overlooked. The actual founding of the AERT took place at the 1940 Institute. Although the first spade work began a year earlier, the actual launching was deferred until the Columbus meeting because it was there that the key people would be found whose cooperation and support were essential if the

proposed organization were to succeed.

This year celebrates the completion of fifteen years of service and marks the beginning of another year — the sixteenth. And we feel it fitting to honor the seven individuals who served in the presidential chair during these fifteen significant years.

No one can tell what the future holds for AERT. Many of our problems are still unsolved. Election to office means two years of hard work for each member who receives this honor. Our service is limited by our membership. Only through a substantial increase in our membership can we continue to function effectively. Every member can do his part by enrolling new members. It is your Association. Tomorrow may be too late. Will you get a new member today?

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Vol. 14 — No. 7
April, 1955

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The *Journal of the AERT*, published monthly except June, July, August and September by the Association for Education by Radio-Television, **Association and Business Office: 228 North LaSalle Street, Chicago 1, Illinois.** **Editorial Office**, to which all material or publication should be sent: **301 Johnston Hall, University of Minnesota, Minneapolis 14, Minnesota.** The *Journal* of the AERT goes to all members of the Association. Annual dues \$5, of which \$4 covers a year's subscription to The *Journal* of the AERT. The payment of dues entitles a member to attend all meetings of the Association, to hold office and to receive services. Send applications for membership to **Betty T. Girling, treasurer, Station KUOM, University of Minnesota, Minneapolis 14.** Advertising rate card sent on request. The Association assumes no responsibility for the point of view expressed in editorials or articles. Each must be judged on its own merits. Entered as second-class matter October 2, 1945, at the post office at Chicago, Illinois, under the act of March 3, 1879. The Association for Education by Radio-Television is incorporated under the laws of the State of Illinois as a non-profit organization for the purpose of furthering the best interests of radio-television and education.



Chicago's Challenge 11

JOHN W. TAYLOR

Executive Director, Chicago Educational Television Association

EARLY in 1953 Edward L. Ryerson and a group of Chicago businessmen and educators accepted the challenge of educational television and set out to make the dream of a community television station come true. A goal of \$1,100,000 was established as necessary to set up and equip the station and to operate it for a period of two years. The decision was taken early that no move would be made toward employing personnel and getting the station built until the goal was in sight. A substantial amount of money has now been raised and the group is working steadily to close the gap.

Virtually every degree-granting, non-profit higher educational institution, practically every non-profit cultural, scientific, and historical

institution or association, together with the Board of Education of the City of Chicago, banded together, comprise the voting members of the Educational Advisory Board of the Chicago Educational Television Association, which together with its officers and board of trustees set out to get support from business and industry, foundations, and the general public. Over 200 Channel 11 chapters were formed

Above: Up goes a sign, as WTTW, forthcoming educational television station on Channel 11, prepares to establish headquarters in the Museum of Science and Industry. Left to right: Maj. Lenox Lohr, president of the museum, Edward L. Ryerson, president of the Chicago Educational Television Association, and Dr. John W. Taylor, WTTW, author of this article.

in the greater Chicago area. From the pennies of children to one individual gift from an interested private citizen of \$10,000, 350,000 different individuals gave over \$300,000. Universities, colleges, libraries, museums, and local organizations and associations, almost one hundred in number, have accounted for \$25,000. Two hundred fifty odd business and industrial corporations, with no individual gift exceeding \$10,000, have contributed \$275,000. Foundations have accounted for \$200,000 — \$150,000 of which has come from the Ford Fund for Adult Education. Thus, up until the 1st of January of 1955, \$800,000 toward the goal had been given, and in addition the sum of \$150,000 is being considered by the Chicago Board of Education, which, in effect, would represent studio equipment facilities made available to the Association. About two months and \$75,000 earlier, that is to say, in late September, an executive director was secured and told to go ahead with plans to staff and build the station.

Before the old year was out a program manager, a chief engineer, and a production manager had been engaged and given the task of getting the station into operation in the fall of 1955; a studio

site had been selected on the ground floor of the east wing of Chicago's Museum of Science and Industry. The almost three million visitors per year to the Museum may watch the operation of the station from behind the scenes, since the studios and the control rooms will be visible to museum patrons from behind glass panels. A more desirable studio location could hardly be imagined.

No broader base, no wider pre-operation support than that of WTTW exists among the community television stations of the country. No community station in existence now has as many individual stockholders or institutional sponsors as Chicago's "Window To The World."

Chicago undoubtedly leads the United States and probably leads the world with its almost 90,000 students attending universities, colleges, and professional schools located within the metropolitan area. It is the nation's second largest population center. An area where its 5,760,000 people could watch 2,059,000 television sets, greater Chicago is, I dare say, the richest spot in the country as far as potential program resources are concerned. It is the capital of the country for the production of educational and industrial films. It will



The Museum of Science and Industry in Chicago, site of Channel 11's studios now under construction.

not be a question of *where* will Channel 11 find program materials to fill its 25 or 30 hours a week of projected initial programming, but rather *how* will it choose its daily presentations from the fantastically rich menu of its surroundings. The last and by no means unimportant factor which argues for success of WTTW is its choice assignment of Very High Frequency Channel 11.

For fear that this may all sound too optimistic, it must be remembered that Channel 11's chance for ultimate success lies in its ability to sell its only product — its programs. It must work out a compatible marriage between sound education (both in the narrowest and broadest senses of the term) and good television. Its audiences will never be captive ones. Viewers must be held, not by the vision of a piece of parchment, but by the power of the subject matter presented and the problems solved. The station is planning to produce programs for pre-school and elementary school children, for teenagers and their parents, for women at home during the day, for families who like to do things together, for the home handyman or the gardener, for the sportsman, for those who are concerned about today's world, for those who want to improve their relations with others, and for those who wish to continue their education. In the first year there will be enrichment programs during out-of-school hours for in-school youngsters. I believe that in-school programs for use by the classroom teacher in enriching instruction will not come before the fall of 1956. There will, of course, be tele-courses for credit as and when our member educational institutions decide to provide them. My experience at the University of Louisville with the neighborhood colleges convinced

COVER

John W. Taylor, new chief of Channel 11, Chicago, is pictured in his offices as plans are enacted to open this new educational station early in the fall of 1955.

me that adults want to learn for other than professional or vocational results. In the Louisville neighborhood colleges, which were established in 1947 and which continue to function with increasing effectiveness, we found that less than 10 per cent of the participants enrolled for college credit. Ninety per cent of the people who responded to our offer of "It's Free for Those Who Just Want to learn" simply wanted to broaden their own educational outlook. Channel 11 expects to stress the program needs of this segment of the adult population.

A E R T

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Privileged
To Extend
Greetings and
Felicitations to the

NBC

THE NATIONAL
BROADCASTING
COMPANY

Its Most Faithful Network
Member

I do not believe that educational television in Chicago will be entering into literal competition with the four commercial channels now in operation. I feel certain that, by and large, no area in the country is being offered better programs than Chicago finds on its commercial Channels 2, 5, 7, and 9. I do not believe that the old technological unemployment argument will apply here any more than it did in the days of the industrial revolution and on down to the present time. I feel, on the contrary, that Channel 11 will increase the number of viewers rather than spread them from four channels to five channels. We shall interest ourselves in the "other end" of the ratings, in those people whose sets are **not** turned on and who are **not** viewing anything. The result of getting people to listen and look at Channel 11's programs will, in my opinion, result in more viewers for the other four channels. My notion of the ultimate success of a given program on WTTW will be when a representative of a commercial

station comes and says to us, "You have no business with that program. Let me have it. I can get it sponsored." My response will be, "Fine. That means more people will listen to it, and I will go to work with my staff to produce some more good ones."

I will not predict that educational television will solve the shortage of teachers and shortage of school rooms, nor will I say that fifteen years hence when Illinois colleges will have doubled their current enrollments, that educational television will make it unnecessary to double the size of university campuses and teaching staffs. I do know that it is impossible, or virtually so, to find and professionally educate teachers for the public schools and professors for the universities, sufficient to take care of these doubled needs, in the time that is left to do this job. I simply say that we certainly can be of some help, and I would not ask for a better time in history to meet the challenge of Channel 11.

TEXAS DISTRIBUTES TWO MORE

The University of Texas Radio House has started statewide distribution on two new radio series intended as aids in classroom teaching. Programs in the *Magic With Manners* series suggest through dramatized episodes how young people can cope with the social problems they meet as they begin to grow up. To make the tie-in of "magic with manners," each program opens with a description of a sleight-of-hand trick which school children can perform. The programs show how good manners can work magic every day. The series is written by Mickie Newbill, Radio House staff writer, with original music by Eleanor

Page, instructor in music.

Trailblazers for Texas is planned to fit into the curriculum in fourth, fifth, and sixth grade social studies. Program topics for the series were selected by public school teachers. Dramatizations portray highlights in the lives and times of the men who made Texas. "Trailblazers" is written by Bill Cavness of the Radio House script staff, and both series are directed by Jack Summerfield.

Gale R. Adkins, Radio House director, reports this to be the fifteenth consecutive year the University of Texas has produced series for use in the classrooms of the state.

who?

what?

when?

where?

Educational TV channels now total 257. Fifteen additional reservations have been given FCC approval since the final TV allocation report of April 14, 1952. The most recent allocations were on January 12, 1955 when five channels were assigned to the following Michigan communities: Alpena, Escanaba, Houghton, Kalamazoo, and Marquette.

* * *

Educational broadcasting at its finest is presented 20 hours daily over Radio Free Europe. Devoted to the true end of education—truth—Radio Free Europe seeks to expose Communist lies and to educate the captive peoples of Europe so that they may resist their Communist bosses. Relying solely upon contributions, Radio Free Europe deserves the backing of all Americans. Won't you do all you can to promote this program? Send your contribution to the Crusade For Freedom, care of your local Postmaster.

* * *

Norman Vincent Peale, famed clergyman who received the 1955 American Education Award, made the following significant statement recently: "I resent attacks on the school system as an attack on me and the whole American way of life. We can cure its weaknesses not by irresponsible criticism, but by whole-hearted cooperation with school authorities. May the American people dedicate themselves even more thoroughly to public education."

Gertrude McCance, AERT Canadian Regional Director, and supervisor of school broadcasts, Manitoba Department of Education, lunched with educational radio-TV personnel of the Twin Cities at the University of Minnesota on February 17. She provided the group with an interesting picture of school broadcasting in Canada and the methods used in program planning.

* * *

Dr. Armand L. Hunter, director, station WKAR-TV, Michigan State College, was named by President Broderick to represent AERT at the ceremonies commemorating the 100th Anniversary of Michigan State on February 12th. Dr. Hunter is a regional director of AERT.

* * *

Leo A. Martin, chairman, Communication Arts Division, Boston University, and **Sidney Head**, chairman, Radio-TV Department, University of Miami, were selected by the National Association of Radio-TV Broadcasters to serve on the newly constituted educational committee which has been established to serve as liaison with public and private educational organizations in training qualified students for employment in the industry. Both men are active members of AERT, and Dr. Head is a regional director.

* * *

Mrs. Zelda Horner Kosh, director of radio-TV, Arlington public schools, Arlington, Virginia will

act as chairman of a session titled "Problems in Developing and Utilizing Educational Television Programs" at the convention of the Speech Association of the Eastern States, to be held in New York City on April 2. Other AERT members on the panel include Blanch Crippen, assistant director of public information, JCET, Washington, D. C., Martha Gable, director of television in the Philadelphia public schools, James Macandrew, director of Station WNEW, New York City Board of Education, and Mrs. Dorothy Gordon, director of the New York *Times* Youth Forum.

* * *

Robert A. Kubicek, editorial advisor on the *Journal*, is in line for congratulations because of the recent arrival of a daughter who has been named Kim Elisabeth. The Kubiceks have a five year-old son, Kirk Alan.

* * *

Mrs. Dorothy L. Klock, radio-TV production supervisor on New York City's Board of Education Station WNYE, began her sabbatical leave on February 1st. After a brief visit in Florida, she sailed on February 24 for six months in Europe and North Africa.

* * *

Mrs. Helen Klein, associate TV producer, Station WNYE, New York Board of Education, acted as chairman of the Board of Tellers for the election of AERT Officers and Directors for the new terms of office which begin on May 1.

* * *

The U. S. Department of Health, Education and Welfare, by permission of AERT, has reprinted the lead article in the December 1954 *AERT Journal* by Dr. Paul Witty, professor of education, North-

western University. Title of the article was "Your Child, TV and the Comics." Copies are available upon request to the Radio-TV Services of the U. S. Office of Education, Washington 25, D. C.

Also available from the same source is a reprint of an article by Dr. Franklin Dunham, chief of radio and television, with permission from the American Council on Education, titled "The Obligations of an Educational TV Station."

* * *

Copies of a magazine article on the history of Mexican broadcasting by Professor Marvin Alisky of Indiana University will be distributed to leading broadcasters in 20 Latin American Republics.

Jose Luis Fernandez, director general of the Inter-American Association of Broadcasters, Mexico City, will distribute the article which first appeared in last November's issue of *Hispanic American Historical Review*.

Professor Alisky is a member of the journalism and radio-television faculty at Indiana University.

* * *

A SPECIAL one-hour version of Edward R. Murrow's much-talked about interview with Dr. Robert J. Oppenheimer has been distributed to all educational television stations of the nations. The announcement was made by Dr. H. K. Newburn, president of the Educational Television and Radio Center which serves as the national distribution headquarters for educational television stations.

The hour-long program contains most of the material used in Murrow's *See It Now* program of January 4. In addition, it includes supplementary information from the two and one-half hours actually filmed by Mr. Murrow.



Dr. Lawrence E. McKune, talking with one of his telecourse students, is coordinator-director for the Michigan State College "University of the Air" telecourses. The student is Mrs. Dorothy Wilcox, of Lansing, a working mother who hurries home, prepares supper for the family, and then "attends" her lessons in the comfort of her own living room. The Continuing Education Service is responsible for the "University of the Air."

Telecourse Evaluation at Michigan State

HERBERT AUER

Continuing Education Service, Michigan State College

THE professor walked straight into the college TV station with a brick in his hand.

His first telecast lesson was less than an hour away.

And what were the producer's thoughts as he watched his professor about to use television for the first time to teach a college course? Dr. Lawrence E. McKune, producer-coordinator from the Michigan State College "University of the Air" telecourses, asks "What did I think as I saw my performer, brick in hand, coming to settle the problems he as the performer and I as producer knew needed settling?"

"Thank heaven, is what I thought!" quipped Dr. McKune.

"Thank heaven this man has ingenuity, he has initiative, he is aggressive, self reliant. This man radiates out-going, optimistic, wit

and humor, a cooperative spirit and poise, he walks and speaks with impressive personal authority."

The brick? Yes, the professor used the brick.

He compared words to bricks and brick to dictionaries as he began his first lesson in clear writing. He linked the concept of building to vocabulary, of building with small units — bricks and words.

"And this man taught a good TV lesson," Dr. McKune continued, "because he was forthright, communicating his idea with clarity and integrity. It would have been a good lesson taught in the classroom, too, but the brick wouldn't have been so big, or visually so effective."

Michigan State College, because its governing body the Michigan



Associate Professor Gomer Jones, of the Music Department, illustrates his Music appreciation telecourse by playing masterpieces on the piano and the record player. The third telecourse in the Literature and Fine Arts series, this course is telecast three times weekly this current term for three credits.

Board of Agriculture was progressive, established its station, WKAR-TV in January, 1954, the third educational television station in the nation. Obviously, there was much advance planning, and the opening of the station was concurrent with the production of the first four educational telecourses. The "University of the Air," assigned to the college Continuing Education Service, telecast 14 courses in its first year of operation. The second year, beginning in January, 1955, finds three more courses in production, with a fourth repeated by kinescope recording and others on the planning boards for future terms.

After each course is completed, the instructors write comprehensive evaluations. These evaluations are used to guide the television station in improving its operations, to aid the telecourse coordinator in his work, and to help the college

departments in planning and conducting their TV curriculum.

These evaluations are useful to other colleges already in operation and for the many others who now are contemplating stations. This article will quote from the evaluations and recommendations of four professors who taught the first term of MSC telecourses.

Dr. Moiree Compere who taught a course in "Oral Interpretation of Dramatic Literature," makes basic observations in her evaluation report. She said:

"Probably one of the first problems is to consider the kinds of subjects which can readily be taught on television. It is quite possible that, as we go along learning, we will find all subjects can be taught effectively when we learn how.

"It seems wiser to begin a teaching program with the more obviously suitable courses. And it seems wiser to use teachers trained in communications and already skilled in performance who are ready to fit into the pattern," declares Mrs. Compere.

In addition to finding the "right" course material for telecast work, Dr. Compere describes the Michigan State College system of "scouting" for instructors who might do the best job with this new teaching medium.

"Many fine teachers, totally unaware of latent communicative abilities, can be found who can adapt quickly to the TV medium. Michigan State does this with a system of coordinators in each school and each department. These coordinators 'spy out the land' to find the right teachers and also the right subjects for telecourses."

These coordinators also are liaison officers between administrative officers and teachers, and protect each teacher from overloads. MSC has a policy that any

professor teaching one course on TV carries a reduced load.

"Perhaps the first principle to be emphasized to those who are considering televising a course is to stress the importance that the aims of the course be clearly set forth before the program is planned," contends Joseph W. Thompson, who taught a course in "Salesmanship, Principles and Practices."

Professor Thompson, an instructor in the General Business Department, continues:

"In planning the course, we made a list of everything we were going to teach throughout the course, and then we made another column of how we would accomplish this work. Of course, we knew what we wanted to do, but we depended upon the producer to tell us how we could best do it."

"And then we did a running evaluation of the course," recalls Professor Thompson. "We analyzed each part of our television course with respect to how we could better present this material the next time we had a television course in salesmanship or some similar course from the School of Business."

The mechanics of organizing the telecourse content and the step-by-step procedure of planning the actual TV lesson are explained in the evaluation report of Professor Leslie Silvernale. Professor Silvernale is coordinator of the driver education program of the MSC Continuing Education Service.

The comments of Professor Silvernale also reveal how extensive the cooperation can be between college departments and off-campus agencies. In explaining his approach to the telecourse opportunity, Mr. Silvernale describes:

"The telecourse in Driver Education and Traffic Safety, designed to contribute toward safer use of streets and highways, was planned

and telecast for the benefit of both the beginning drivers and the rank and file of experienced motorists.

"As coordinator of driver education, I served as the moderator for the series of 38 half-hour programs. Persons who were authorities in their respective fields participated in the various programs. While the content of the course was being organized, authorities on the subject were considered for the guest appearances. Such participants included college faculty members from the various departments of Police Administration, Civil Engineering, Mechanical Engineering, Urban Planning and General Business. Other participants were representatives of the Michigan State Police, local police and traffic engineering department, State Highway Department, Crime Detection Laboratory of the State Department of Health, State Board of Alcoholism, State Safety Commission, Division of Driver and Vehicle Services of the Michi-



A humanities course, "The Greek Glory," was taught by Edward B. Blackman, of the Humanities department. This non-credit course was aired twice weekly. Three associates of Associate Professor Blackman shared in the lecturing.



In teaching his course on "Salesmanship, Principles and Practices," Joseph W. Thompson, instructor in General Business, used several of his colleagues. Telecast three times a week, the course carried three college credits.

gan Department of State, Mackinac Bridge Authority, Detroit Recorders Court Psychopathic Clinic, Michigan Trucking Association, insurance companies, Michigan Inter-Industry Highway Safety Committee, National Safety Council Committee on Winter Driving Hazards, Lansing Safety Council, and also men, women, and teenage drivers," reports Mr. Silvernale.

Professor Silvernale, in his comments on the preparation before each telecast lesson, outlines a pattern which can work effectively for any program using guests:

"Several weeks prior to each telecast the persons who were going to participate were interviewed by the moderator and the telecourse producer. The specific items to be covered were outlined and visual aids planned. Frequently original charts and slides were required and these were prepared by an artist who was employed to work for the entire series. On the day of the telecast, the producer, moderator, and guest authorities met for an hour in the late after-

noon. Questions to be discussed were settled upon and the amount of time to be spent on each visual aid decided. The program was run through roughly to determine timing, but, in order to insure spontaneity, no attempt was made to memorize what was to be said. Any rough portions were smoothed out before telecast time."

The evaluation report on the telecourse in "Political Science," was made by four fellow staff members of Professor Joseph LaPalombara, who taught this introductory course. Their comments give some sidelights on teacher-student relationships and student participation:

"Overall, the students' spirit of cooperation in this unique venture was very good. Classroom attendance was extremely high and there was apparent interest in making this experiment a success."

"The atmosphere of the television studio itself had certain effects upon student attitudes. The students took up the language of the camera crew and began referring to their class as a "show" with

some apparently regarding themselves as actors. For example, one girl asked the instructor when he thought NBC would pick her up—and one cameraman had to be reprimanded for playing favorites," quipped the evaluation committee.

One specific recommendation was common in all the evaluation reports. And the telecourse producer-coordinator Dr. McKune, and station aides all agree in stressing this basic advice:

Make all shows as expert as possible. Educational television must establish a good reputation, must hold it, and increase it to be successful.

Professor Compere, is firm in her comments about telecourse quality:

"Each lesson must be a finished lesson because educational TV must be good, must establish the right reputation from the very beginning. Educational TV must not give the effect of the amateur. Most professors are accustomed to very large classes necessitating mass teaching. Adapting this teaching to the TV medium ought not be too difficult with the right help.

"In teaching the telecourse on salesmanship," comments Professor Thompson, "the principles of good salesmanship went hand-in-hand with good television production. For a successful TV course, the instructor, like a good salesman, must use plenty of visuals, analogies, metaphors or similies. He also must use his body, walk, gestures, and voice to advantage."

In summing up the strong insistence that educational tele-

courses be of top quality, we can quote again from the evaluation report of Dr. Compere. She challenges presently-operating and contemplated educational television stations with these comments:

"Already the public is tiring of the silly slap-stick on professional TV, of the nonsense patter, of the trivial that is their lot hour after hour. Many TV sets are already dark a great proportion of the time. We must win and keep that public by really good lesson-shows. We do not have to compete with entertainment. Our material can entertain by its worth, kind, and quality, if we make it good."



Reprints of two famous art works are compared by Associate Professor Jesse Garrison, of the Art Department, during one of his Art appreciation telecourse-lessons. One of the Literature and Fine Arts series, this course was viewed by inmates of the Michigan Reformatory in the fall of 1953, the first prison group reportedly to ever "attend" a telecourse.



President Broderick

1955 AERT Convention Greetings

As retiring President of our organization I have asked past presidents to offer their views on the forthcoming Columbus convention and the growth of AERT. As many comments as were received at press time of the *Journal* are published herewith.

My warmest "aloha" and "mahalo" to the AERT Family upon this occasion, the Sixteenth Anniversary of the founding of what originally was known as the Association for Education by Radio. William D. Boutwell and I shall forever remember a cold walk along the Board Walk at Atlantic City in 1939 when the founding of AER(T) was discussed in sober detail. This was in February. In April at the Ohio meeting, we presented the pattern to a small group

of educational radio leaders, and a new association was on its way! In a record of unselfish devotion and support, of hard work, of service of the highest professional motivation, our little band over the years has written a heartening story. May the years ahead be profitable and successful and full of sound, substantial growth and gain in the field of education!

HAROLD W. KENT
1940-1944

Left:
Harold W. Kent

Center:
I. Keith Tyler

Right:
Kathleen Lardie





**William
Levenson**



**George
Jennings**



**John C.
Crabbe**

I congratulate the Association for its contribution to educational broadcasting in the last sixteen years. But pride and satisfaction in past achievements is but a part of a birthday celebration. At sixteen there is the hope for a bright tomorrow of expanded opportunity, increased service, and enlarged responsibility. The complexities of today's mass media put heavy educational demands upon us all. Our professional association must continue to grow in size and stature if it is to play its role adequately.

The Association for Education by Radio-Television must not only serve as a common meeting ground for the varied types of people who have a stake in educational broadcasting. It must confront its members with new ideas, new potentialities, and new challenges, implicit in the mass media.

I. KEITH TYLER
1944-1946

* * *

Recently I visited the new Ford plant near our city. The most imaginative uses of "automation" that I saw there were almost breathtaking. The search for new tools, the elimination of drudgery and routine tasks have long marked American industry.

Why is it that in our field, the

nation's most important industry — the refinement of its human resources — why is it that here the intelligent application of tested tools of teaching is so excruciatingly slow?

An organization such as the AERT has a definite place in our educational structure. I am proud to have taken a small part in this trail-blazing.

WILLIAM B. LEVENSEN
1947-1948

* * *

From charter membership to participating in the Sixteenth Anniversary of the AERT has brought many rewards — continued friendship with fellow members in the same field of work, opportunity to share ideas, to exchange materials, and to analyze problems . . . the knowledge that, regardless of geographical distance, friends were near at hand to sympathize, to criticize, to applaud. More than 150 AERT Journals to peruse, to study, to enjoy. A salute to all those who have served through the years in furthering the objectives of the AERT!

My hope is that the next 16 years will find many more members enjoying the benefits I have received. Happy birthday, AERT!

KATHLEEN N. LARDIE
1946-1947



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nation's most important industry — the refinement of its human resources — why is it that here the intelligent application of tested tools of teaching is so excruciatingly slow?

An organization such as the AERT has a definite place in our educational structure. I am proud to have taken a small part in this trail-blazing.

WILLIAM B. LEVENSEN
1947-1948

* * *

From charter membership to participating in the Sixteenth Anniversary of the AERT has brought many rewards — continued friendship with fellow members in the same field of work, opportunity to share ideas, to exchange materials, and to analyze problems . . . the knowledge that, regardless of geographical distance, friends were near at hand to sympathize, to criticize, to applaud. More than 150 AERT Journals to peruse, to study, to enjoy. A salute to all those who have served through the years in furthering the objectives of the AERT!

My hope is that the next 16 years will find many more members enjoying the benefits I have received. Happy birthday, AERT!

KATHLEEN N. LARDIE
1946-1947

I have just thumbed through fifteen years of the JOURNAL of this Association. From the first issue in 1940 to the first in 1955, the JOURNAL records the thoughts and actions of the master teachers in educational broadcasting. Here is a document out of the experiences of those who give AERT its greatest strength—its own members. Here is proof-positive that this Association is built on sound concept of educational service and is supported by imaginative people dedicated to those concepts.

The significance of sixteen years

of the kind of service that is contained in the pages of the *Journal* cannot be denied. It makes one wonder whether the first sixteen are the hardest or if, perhaps, it may be more difficult to maintain these standards as we go along. There is every reason to believe that AERT faces a significant future and can successfully meet the challenge of continuing and expanding its contributions in educational broadcasting.

JOHN C. CRABBE

1950-1953

New Radio Center for WVSH

M. McCABE DAY

Director, Audio-Visual Center—Station WVSH, Huntington, Indiana

RADIO Station WVSH, "The Voice of the Schools of Huntington," located in Huntington, Indiana, a city of 15,000, has a radio center that visitors say compares favorably with many commercial stations and is superior to most educational radio stations.

Because the station had demonstrated its educational value, its needs were considered when plans were drawn for the new addition to Huntington high school. Its quarters are the result of architects' specifications to meet broadcasting requirements, rather than the usual "made-over" accommodations that school stations most often have to use.

While the school board has provided these new building accommodations, most of the station equipment is the result of a school tradition by which graduating classes give to the institution some valuable equipment, instead of spending class funds for trips for the members.

Interest in radio techniques began in Huntington High School about 1937, following the installation of a centralized sound system. A "newscast" class was placed in the school schedule, carrying English credit, and the members "broadcast" over the centralized sound system each day. Programs included news of the school and also radio-type features concerning school activities. After a year, however, the class was discontinued for a variety of reasons.

Masque and Gavel, the speech and dramatics organization, has carried on the daily announcements as an extra-curricular activity throughout the years. Mrs. Wallace Patterson, speech teacher, cooperated with Station WOWO, Fort Wayne, in starting the Junior Town Meeting broadcasts in high schools of the area, and Huntington students have taken part in these for ten years. The school was also represented by a speaker in a trans-Atlantic student broad-

cast several years ago, and participated in other programs over commercial stations. There was, therefore, some background of interest in radio before the school radio station was installed.

The full-time audio-visual director also recognized in radio a valuable teaching tool, so it was natural to consider a school station when the Federal Communications Commission opened the way with the authorization of the 10-watt FM transmitter.

The Class of 1950 gave the transmitter to the school, and Station WVSH began its activities on January 1, 1950. The studio was a dressing room off-stage that had served also as a sound studio with a line to the centralized sound system. The space of 15 by 15 feet was divided in half to provide a studio area, and the other half was divided again to form an entrance and a small control room. A window in the wall provided the means to monitor programs from the auditorium stage. While the area was small, the studio provided what seemed to be adequate facilities at the time.

The studio equipment included a Gates Studioette console, two-home made turn-tables and pick-ups, a patch panel, and a tape recorder. Later additions provided two rack-mounted Magnecorder units. While small, the control room was "clean" in its electronic installation, with most of the work being done by two members of the Class of 1950, under the supervision of a licensed radio engineer.

The whole concept of the use of educational radio received a tremendous stimulus with the development of the National Association of Educational Broadcasters (NAEB) Tape Network, about 1951. The finest educational radio series, produced by the best specialists in the country, became

available to all member stations. Station WVSH assumed its proper place in the Audio-Visual Center of the City Schools of Huntington as a means of aiding teachers in classroom activities by broadcasting these in-school series of tape programs, as well as stimulating class work through participating on the radio.

Another valuable service from the viewpoint of the community has been the broadcasting of high school games by WVSH. The expense of out-of-town broadcasts has been met by donations from business men, who receive no credit over the air except the mention of their names as contributors, with no reference to firm or product.

Various other public service broadcasts in a city with no commercial radio station have also helped make the school station recognized as a community asset. This attitude toward the school station played a valuable part in having the Radio Center included in the building plans for the new addition to the high school.

The audio-visual director, who is also station director, was requested by the superintendent to submit plans for a Radio Center, and these plans became a part of the original architect's drawings. Modifications were made as the plans were refined, but the essential features were retained in the revisions.

As a result, the Radio Center now includes a large studio and main control room, and a small studio and secondary control room. Scientific sound absorption is provided by panels; shadowless lighting is obtained from multiple ceiling units; and special provisions in floor construction and door frames make an almost complete isolation of the center from noise in the other parts of the building.

Ventilation in the windowless area is by air ducts with heating units incorporated in the fan room.

The two studios and two control rooms make it possible to carry on broadcasting activities in one area and recording or rehearsal sessions in the other. Through patch panels, all sources can be operated from either control room.

The main console is the gift of the Class of 1954, and is custom-designed and built to meet the specific requirements of the station. In addition to the usual studio sound controls, the console includes an inter-com unit so the engineer may communicate with those in the studios or in remote locations in the building, such as the auditorium and band-choir room. A cueing amplifier makes for easy setting of records and tapes. Small inter-coms also connect with the director's office and the radio workshop classroom, and there is also connection with the centralized sound system in the principal's office.

Signal lights are operated automatically by relays on the microphone switches in the console. The turntable units, assembled in the special console desk, include high fidelity pick-up arms and diamond styli.

Direct lines to the auditorium and the band-choir room provide remote locations for special programs or for recording music programs. The auditorium sound system, gift of the Class of 1952, has its console in the balcony sound booth which serves as a remote control room for auditorium programs. A remote line extends through the heat tunnel to the gym where high school games are played, and telephone lines connect with the athletic field and out-of-town locations.

What may seem like luxurious accommodations are merely what

have been justified by the use which the station made of its original studio, and plans for the future. The unusually attractive appearance of the center is the result of having been planned specifically for broadcasting.

In addition to the Radio Center, the building addition provides a room where the record library, including a built-in playback is housed. This also serves as headquarters for the high school students who aid in audi-visual activities.

The director's office provides space for clerical activities, files, and program boards. A radio workshop classroom, directly across the corridor from the Radio Center, is conveniently located for supervision by the program director and for the activities of the students.

Lest it be thought that the entire \$400,000 addition is devoted to the Radio Center, let it be explained that the three-story addition also provides an additional classroom and a large study hall, an entire floor devoted to the cafeteria and kitchen, and on the ground floor the band-choir room, separate offices for the band and the choir directors, a maintenance shop for the school system, a school supplies center, and a preparation and storage room for the cafeteria. A loading dock and a freight elevator were also included in the facilities to serve both the old and new part of the building.

The school station is on the air three or more hours each school day, providing many tape programs for in-school use and various general - interest programs. These series are provided through the NAEB Tape Network and the tape services of WBAA, Purdue University, and WFIU, Indiana University. Many transcription

series are also provided by government and other agencies.

Live programs are produced by high school students in the radio workshop classes. These average three or more each day, of various types. Since the purpose is not specifically to entertain, these programs tend more to be panel discussions, music programs, children's programs, and news broadcasts. Few dramatic scripts are used, since most of this type of educational program for use in the classroom is provided through the outside sources. However, students must always be on duty as announcers, and they serve in many capacities in the carrying on of the daily schedule.

The school station also provides many opportunities for pupils of all grades to take part in radio programs. A weekly spelling program brings representatives from each of the grade buildings to the studio. Classes in high school frequently broadcast their classroom activities. The station encourages teachers to use the radio activity as a stimulus to achievement, a device in teaching, and a recognition of talent. Representatives from parochial and township schools also participate in panel discussions over WVSH, serving to encourage cooperation among the high schools in the county.

All control room operations are carried on by high school students. Under the FCC ruling, students must pass the examination for Radiotelephone Third Class Operator Permit to be eligible to serve as transmitter operators. At all times there are several students in school with these permits, and they are assigned to regular broadcast periods during the day.

That the service of the station is used by the schools is indicated by the purchase of many radio receivers for use in grade buildings.

While all except one building have centralized sound systems, it has been found more satisfactory to use a portable receiver in the classroom when programs are tuned in. The teacher has definite control of the situation in this way, particularly in being on time with the reception and in controlling the volume for the room.

A survey has shown that approximately 80 to 90 per cent of the primary grades make use of programs over WVSH. About 1,000 of the 2,500 pupils in the city system listen to one or more radio programs each week. Little has been done in reaching the upper grades, however, due to schedule limitations and the fact that departmentalized teachers seem



Makers
of quality
engravings
for school
publications



write for rates and samples...

less willing to adapt themselves to the use of radio.

The radio programs heard by primary grades also provide a valuable in-service aid to the teacher, since the technique of the broadcast suggests ways for the classroom teacher to carry on other teaching activities.

"If schools are to be alert to the conditions of life in the modern world, it seems only reasonable that they should make use of media that are important in modern life." The school child uses the radio and television more outside of school than he does the printed page. While this does not mean that books should be abolished in the schools, it does suggest that students should be encouraged to use listening and viewing media for the best purposes and in the most efficient manner. They are going to use radio and television anyway, so the schools should be interested in teaching the proper use of these media.

All this may sound easy to accomplish. Lest any unwary teacher views these activities as a means of escaping the routine of the classroom, let it be understood that WVSH has not been the result of less time, but of more time devoted to school activities by the director and the program director. The director would not discourage anyone from entering the field of

school radio, but he would warn the neophyte that radio broadcasting makes constant demands and involves nervous tensions that never come in the ordinary classroom. Since there can be little division of activity in a small school system, the radio director must be able to do anything required, and not above such things as fixing microphone cables or mailing tapes.

However, the Radio Center of WVSH represents a definite achievement for a small school system which has come as the result of great interest, cooperation on the part of teachers, and what one likes to believe are actual results. The most important other ingredient is a genuine understanding on the part of the superintendent of schools of the place of radio in modern education, and a willingness to let one of his staff achieve.

Burton Stephan, Huntington school superintendent, has had that concept, and has given wholehearted support to the activities of the audio-visual director. That is the reason Huntington, Indiana, schools have Station WVSH and have a Radio Center of which the school and the community are justly proud, an evidence that the city believes it should have a modern educational system in a modern world.

KETC FEATURES

A new series of programs on the religious beliefs of man all over the world was premiered on KETC (Channel 9), the St. Louis area's non-commercial television station on February 1, at 9:00 p.m.

Titled "The Religion of Man," the new series featured Huston Smith, associate professor of philosophy, Washington University. On the first show the religions of India and China were discussed.

Toll TV Can Aid Educators

Robert A. Kubicek

Educators at various levels of instruction have hailed TV as the most significant development since the invention of the printing press. For, aside from its entertainment value TV is an ideal channel through which to distribute knowledge and culture to those beyond the classroom or laboratory.

Dean C. C. Caveny of the University of Illinois, who received a citation for his outstanding work as executive officer of the U. S. Navy Radar training schools during World War II, found that the adding of video to aural lectures increased student comprehension from about 5 per cent to nearly 90 per cent. He considers TV such an outstanding educational medium that it can be utilized to provide as much as 50 per cent of the work required by a student for a college degree.

The FCC officially recognized TV's educational potential by setting aside 252 channel allocations for the use of educational institutions. These, as non-commercial stations, would not sell advertising.

But few educational institutions—particularly those privately endowed—can afford the high cost of building a TV transmitter, much less operating it on a continuing basis. Implementation for this hard reality is found in the fact that only 12 educational stations are on the air as of this writing.

The answer can be subscription TV, through which viewers would pay a modest fee for certain specific programs. Toll TV would supplement, not replace, commercial video as well as educational television.

Thoughtful educators see in sub-

scription TV the force to level the economic barrier; to harness TV as a natural resource; and to tap its advantages as a modern channel of communication.

In brief, if educational stations could use subscription TV to transmit only a few hours a week of adult programs for a fee, then they would have the income to program many added hours of truly free programs for children and adults. This could provide educational TV with no burden on taxpayers or the annoyance of staging annual fund-raising campaigns.

Actually, charging for home study and extension courses is standard procedure. Selling courses by television would merely be the modernization of the correspondence technique, which if done properly, could greatly increase its effectiveness and appeal.

By using subscription television to gain a source of voluntary public support, money would be available to fully realize the tremendous potentialities of educational TV. With an income assured, the possibilities of educational television would be limited only by the ingenuity, skills and understanding of those involved in it.

With the funds available from subscription programs, educators could finance extensive "in-school" TV teaching hook-ups, embracing all the grade and high schools in the community. Lectures and specialized demonstrations could be beamed to the entire school system from a central studio. With TV, trips to the "outside world" could be made without pupils even leaving the classroom.

The same situation would apply

at the college level also. Extension courses; self-improvement classes and post-graduate courses for professional people . . . these are just a few of the instructional possibilities with television. Adult education courses could be made available to the public at home on a

scale exceeding even the fondest hopes of educators.

The "home delivery" of reliable information and planned education would bring benefits and advantages to all age groups — from the pre-school child up to the adult who is never too old to learn.

Public Service — The Test of Broadcasting*

FRIEDA B. HENNOCK

Member, Federal Communications Commission

YOU are aware of the fallacy in which so many writers and commentators indulge in discussing the importance of broadcasting in terms of such facts as that there are today 2,669 standard radio broadcast stations, 558 FM radio stations, 420 operating television stations, 115 million radio sets, 33 million television receivers, and so on. Statistics like these are often interlarded with excited announcements concerning the millions of dollars by which this year's revenues exceeded last year's and by even more lush predictions concerning the increases anticipated for the next year. I do not for a moment underestimate the importance of a sound financial basis for our system of broadcasting. However, I get the feeling that statistics such as these afford as little basis for appreciating the true significance of broadcasting to the members of a modern free democratic society, as a statement of the number of safety pins, bottles, cribs, and other similar equipment would convey the importance

of the oncoming generation to America as a nation.

When the Commission allocated the spectrum space available for television, it made provision for 2,000 television channels to render a public service to as many communities. Each television channel requires, as you perhaps know, six megacycles of previous spectrum space, and when you consider that the spectrum space used by some 2,600 AM radio stations equals only one megacycle, you will see what importance the Commission attached to establishing a nationwide competitive television system.

To different people television can mean very different things, and there should be enough variety in this mass medium to meet the needs of all. A set to one person may be a theatre, to another a political meeting hall. It may be a sports arena, a concert hall, or a stage for crime, horror, and brutality.

And yes, if you please, it can also be a classroom. It can be a milk-

*From an address before the TV Workshop of the University of Kansas City and the Junior League of Kansas City, January, 1955.

ing parlor for the farmer, a home economics class for the housewife or a class teaching parent-child relations. It can teach all public and high school grades at least one hour a week. It can do after-school teaching of drama, music, ballet, sports, art. And in the evening it can teach the adult.

You can see from what I have said that I am not so much preoccupied with the question of whether the picture is monochrome or in color, whether the screen measures 17 or 40 inches, or whether the picture will be reproduced by means of the present type of picture tube or on a screen hung on the living room wall. The importance of this medium is determined first and last by its end product — the program.

I am reminded of John Ruskin's somewhat terse reaction when he was asked to comment on the momentous achievement of the first cable communication between Great Britain and India. He replied simply: "What have you to say to India?" When John Gutenberg invented that earlier marvel of mass communication — movable type — he seemed to have been convinced that the use to which it was put was, after all, going to determine its true value. And so, as you know, his first publication was the Bible.

The importance of the use to which broadcasting would be put was not lost on Congress when it created the Federal Radio Commission in 1927 and the Federal Communications Commission in 1934. Congress not only made it incontrovertibly clear that the airwaves belong to the people and that they may be used only by qualified licensees, but it also required the Commission to grant licenses or renew them only upon a finding that the "public interest, convenience, and necessity" would

be served thereby. That phrase, which occurs frequently in the Act, has been given meaning and substance in a long line of decisions of both the Commission and the Courts.

In its annual report to Congress for 1928, the Federal Radio Commission stated "the Commission believes it is entitled to consider the **program service** rendered by the various applicants, to compare them, and to favor those which render the best service." By 1929 the Commission had formulated its standard of the program service which would meet, in fair proportion, "the interests, needs and desires of all substantial groups among the listening public." A well-rounded program service should, it said, consist of "entertainment consisting of music of both classical and lower grades, religion, education and instruction, of important public events, discussion of public questions, weather, market reports, and news and matters of interest to all members of the family." These and other expressions of the Federal Radio Commission interpretation of the "public interest, convenience, and necessity" as embracing programming were submitted to Congress in hearings held on the Communications Act of 1934.

This doctrine is also reflected in a long line of Court opinions.

True enough, the Commission has the responsibility of preventing traffic jams on the airwaves, but the notion that it stops there was here certainly completely refuted.

It follows from the fact that if the Commission must take public service programming into account in granting or renewing station licenses, the licensee has the duty to ensure that his programming adequately serves the interests and needs of his local community. His

programming must provide not merely entertainment, but also information and discussion on important public issues. As to the latter, as you of course know, the broadcaster must ensure fair presentation of all sides of controversial issues. He must give equal opportunity to opposing candidates for political office whether local, state, or national.

This responsibility the broadcaster cannot delegate or transfer. His station should serve as a medium of local expression, and such notable contributions as the existing educational TV stations are making go a long way toward helping him realize the objective of Congress and the Commission in providing for the fair and equitable distribution of available channels to the greatest possible number of communities throughout the country.

In reviewing the development by Congress, the Commission and the Courts of the public interest concept, I have possibly left the impression that there is an orderly array of neatly catalogued precedents and policy decisions to which the Commission can turn in making its daily decisions. The basic guides are there, but the Commission cannot overlook the rapid pace of new developments in broadcasting. In a field so dynamic there is the constant necessity for re-examining the Commission's thinking to ensure that it reflects changes which are unceasingly taking place. The advent of TV has created new problems, not alone in television, but in radio as well. To the extent the television screen is turned to more and more for entertainment, political addresses, and sports events, the function of radio alters. The listener now turns to his radio more for music, news, and programs suitable for aural reception. The

Commission has the task of keeping abreast of developments in all the broadcast media and of the effect of changes in one medium on the other; and must revise the standards governing public service programming accordingly.

A discussion of broadcasting in the public interest leads me to some observations on educational TV, although I recognize that in saying this I may be putting myself somewhat in the position of the Frenchman who, during a transatlantic voyage, was standing at the rail of the ship with an Englishman and an American. A porpoise was sighted. Turning to the Englishman, he asked what the porpoise reminded him of. The Englishman replied that the graceful movement of the fish through the water reminded him of one of His Majesty's naval vessels plying its course. When the American was asked the same question, he answered that the playful bounding of the porpoise reminded him of the fluctuations of the stock market. The Frenchman himself was then asked what he was reminded of by the porpoise, and he replied, "It reminds me of love." When the American asked him how a porpoise reminded him of love, the Frenchman smiled and said: "That's easy. Everything reminds me of love."

Although I may be opening myself to the charge that everything reminds me of educational television, I feel that a discussion of the topic you have given me would not be complete without mention of educational TV. No lengthy discussion is necessary on my part of the impressive development of educational TV since the time Dr. McGrath appeared as the first witness at the hearings to reserve TV channels for the educators. You are fully aware that if educators could build stations quickly on 242

channels — since increased to 257 — a reservation would not have been necessary. The Commission, recognizing the difficulties involved in obtaining public and private financing, and those involved in the cooperative use of the channels by all the educators in the community, placed no time limit on the reservation of the educational channels. It is not by accident that those who scream loudest about the fact that the educational channels are lying idle are the very ones who worked both openly and behind the scenes against the reservation of the educational channels by the Commission. They conveniently fail to

mention, even in a whisper, that there are some 1400 commercial channels lying idle and unused.

I am convinced that 1955 will be a banner year for educational television all over the country, for not only is there to be a launching in Alabama of a statewide educational TV network, but there will be new educational stations in many communities throughout the country, not to mention Puerto Rico.

When every television receiver is within reach of a non-commercial educational TV station, you will have realized the ultimate in broadcasting in the public interest.

Educational Significance of Radio-TV*

SAMUEL M. BROWNELL

U. S. Commissioner of Education

It is heartening to know of the growth of educational television in the past 2 years. Radio has permeated our lives now for almost 30 years, bringing a rich reward of instant news, participation in public events, discussion of public questions, cultural and entertainment programs that provide a means of lessening the pressures of daily living and, in addition, countless means of providing education for our young people, both in and out of school. To this vast project of communication, educational organizations have contributed much that is valuable and of good report.

The American public now has the additional service of television to help keep it informed and entertained. Education is concerned with both these functions. Even though its major responsibility is to prepare the youth of this great

country for living as responsible citizens, it cannot neglect the responsibility it has to provide rich and healthful experience, to stimulate the appreciation of enduring sources of wholesome pleasures in the arts, and to point out constantly to the people the significance of the advances in sciences which now affect the lives of everyone of us, privileged to live in the 20th century.

All these objectives can be immeasurably helped by a proper use of television. In addition to the services of the standard commercial stations, we now have twelve educational stations whose major purpose is to carry out these objectives.

Memphis, Atlanta, New Orleans, San Antonio, Denver, New York, Philadelphia, and Washington, D. C., are all planing now for community operation of stations

*An abridgment of an article from the January, 1955 issue of SCHOOL LIFE.

with higher educational institutions and school systems of their areas participating. This is an encouraging picture for educational television. It stretches from coast to coast and from border to border.

The Office of Education has been in the education business since 1867, but it's only been in radio since 1931, and in television a comparatively short time. The National Association of Educational Broadcasters is celebrating its 30th anniversary, as it has been in radio since 1924. The Office of Education has been in television since 1944, for that was about the time we all began working together.

Yet the Office has battled for proper uses of audio and visual means in education almost from the start of its existence and has interested itself in radio and television and the protection of edu-

cation's rights in both since they emerged as possible tools of learning.

It began by establishing a Section on Radio and Motion Pictures in the Division of Higher Education. That was in 1931. The first survey of the field was made in the following year. In 1934, the Federal Radio Commission broadened its scope and became the Federal Communications Commission. In 1935, the Office established, with the Federal Communications Commission, the Federal Radio Education Committee.

The question then was: Should education have its own radio channels? On January 26, 1938, the FCC set aside 25 channels (6 to an area) in the 41-42 megacycle band for the exclusive use of education. By the following year, 1939, FM (frequency modulation) had come into being, and the FCC promptly set aside the 42-43 megacycle band for use by education through FM, pending further developments. In 1944, the Office of Education, after a New York City Conference on Radio Education, became a member of the Radio Technical Planning Board, set up by the FCC to make recommendations on allocations for FM broadcasting, facsimile broadcast, television broadcasting, and UHF relays. Re-allocation hearings were held in the following spring, and the Office, with the National Association of Educational Broadcasters and the NEA, as well as other spokesmen for education, appeared at these hearings. The object again was the allocation of adequate channels for the use of education.

In March 1945 our combined efforts were rewarded with the allocation of 20 channels in the 88-92 megacycle band for the exclusive use of FM noncommercial educational broadcasting. In the fall

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of 1950, the Office again combined with educational organizations in a historic meeting held in our Office where the ad hoc committee, known as the Joint Committee on Educational Television, was formed. What is past is prologue, for after the eventful hearings of the winter of 1950-51, the FCC issued its Fourth Order and Report, which reserved one locally usable channel in each of 242 communities for the exclusive use of noncommercial educational television.

Office of Education interest in 1931 was to explore the possibilities of sound and sight as presented on radio and pictures as a means to a richer learning experience. That is its interest today. With every other organization it has pioneered in this development of scientific aids to learning, particularly in the fields of electronics.

For the progress that has been made in electronics in education, commendation is warranted for many. For example, I would point to the Federal Communications Commission for its farsighted policy of reserving channels in both radio and television for the use of education; to education generally for its operation of these channels in the public welfare; to the Association for Education by Radio-Television for its work of utilizing programs, prepared for preschool, for school, for adult, and for higher education; to the Joint Committee and the Citizens Committee for promotion of this newest medium for education's widest uses in television; to the networks, the stations, the forward-looking States, cities, and countries who have joined forces to bring the best in education to all the people of this great land of ours; to the Program Center at Ann Arbor, set up to deliver a nationwide service to educational stations; and to all those

valiant souls who have given of their time, their energy, and their money to the cause of providing and improving the educational use of these media.

Many problems are perplexing us in education as we move forward to make education contribute more effectively to the welfare of mankind. They are problems which go beyond the scope of solution by educators. They call for the combined efforts and resources of both educators and citizens.

We are all concerned by the part that radio and television will play in the future of education for human welfare. A recent article titled, POSTMARK: 1979, by a science editor of one of our popular magazines prophesies the part it will play a bit in the Jules Verne manner, as follows: (This is 1979!)

"Long before people could read and write they expressed themselves by drawing pictures. You might say we have come full cycle, for most of our education and expression today makes use of the visual medium. Our schools are equipped with television — each desk has a television repeater inset in its surface. Our textbooks are on micro-tape and are viewed on these screens."

The article goes on to tell of the increased role which television has to play in business, industry, and science but the application to the classroom gives me pause. Up to now the greatest claims I have heard of have been made for electronic blackboards, that all in the class may see and hear. It is possible that all this may come about but what I am concerned with and I know everyone is most concerned with is what appears on those blackboards!

There is no substitute for the changes that take place in an individual. That is truly education,

not the exposures to which he is subjected. Nor is there any quick means by which we can acquire knowledge, skills, attitudes beyond our comprehension level. The mind is the final television receiver, and it is in what happens there that we are all interested. That is why much of education must be entrusted to well-prepared teachers who should, if they are **good** as teachers, know how changes may be brought about most effectively in the thinking and feelings of individuals. They should understand the difference between education and communication.

When we compare radio and television, we are simply comparing two means of communication. Radio cuts off our sight and so allows greater play to the imagination. Television gives us both sight and sound and so may limit the imagination. Both give us a sense of immediacy of the event happening as we hear or witness it. Both induce a sense of realism, which tests have now proved; both tend to produce greater retentiveness in the memory. Television can, like motion-pictures, become the means of demonstrating hand skills. Television is flexible. It can produce before a battery of cameras a countless number of facets in an intricate process, such as a skillful exhibition of surgery for the benefit of medical students. These same characteristics may be utilized for any kind of demonstration, scientific or other.

It is safe to say that television may be used whenever demonstration is called for. But, should it? Perhaps, the teacher alone in the classroom with simple apparatus of his or her own choosing may be sufficient for the lesson. A safe rule of conduct might easily be, so far as classroom television is concerned, to use it whenever the limitation of time, space, or lack of

skill is present. This is the negative approach. On the positive side, the saving of time, the ability to create space, and the use of accumulated skills of many people, who through research, writing and production have brought a valuable program to a classroom prepared to receive it can be an invaluable aid to teaching. Will anyone ever forget the signing of the peace aboard the battleship Missouri in the Pacific or the inauguration of the President or the panoply of medieval grandeur at the coronation of the young Queen Elizabeth? This is history in the making and this is one of the singular contributions television can bring to us in the classroom or wherever we are.

I am only suggesting a small portion of the potential usefulness of radio and now television to the education of our people. Not only in school but out of school, in the home, in adult education, and yes, also, in the extension work of our colleges and universities both have a significant role to play. When do you use one or the other? I am not the technician to answer this question other than to say that it is surely not economical to merely photograph a radio program, as it would also seem futile also to produce a television program for sight alone or merely for its sound. But these are problems that education, with the help of trained technicians, is now working out. We who use these programs will be the benefactors of all their efforts.

**SUPPORT
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NEW YORK SCHOOLS BEGIN NEW SERIES

The New York City Board of Education began several new series of educational TV and radio programs with the advent of the second semester of the current school year. They will continue through the end of May. Two of these were new TV programs.

With These Hands (WPIX, Channel 11, Wednesdays). These programs demonstrate how the industrial arts and home economics programs encourage junior high school students to explore and develop their special interests with a view towards using these interests in choosing a future career or as leisure time activity. An opportunity is provided to observe students at work with clay, metal, wood, and the various shop media.

Step by Step (WPIX, Channel 11, Thursdays). This series, produced with the cooperation of the Bureau for Health Education emphasizes the important role of the dance in the growth and development of young people. Boys and girls demonstrate the various dance forms—polka, mazurka, schottisch, as well as samba, mambo, rumba, and tango.

Ten new radio series began on Station WYNE, the Board's FM station. Two are vocational guidance programs: *On the Job*, a documentary series on job requirements and opportunities, and *It's*

Your Business, presenting the consumer and vocational aspects of business for the older boys and girls. Another program on the theme of guidance is *What Would You Do?*, a story-telling series which leads to lively classroom discussions of young children's problems.

On the literary side *To Continue the Story* is a serialized dramatization of four well-known novels (*The Three Musketeers*, *Treasure Island*, *Huckleberry Finn*, and *Rocket Ship Galileo*). For the scientifically curious, WYNE offers, *Wonderful World*, an exploration of the mysteries and wonders of nature (the Earth's Crust, Marine Life, Animal Life, etc.) In the Social Studies field there are: *Our Town—New York* providing highlights of the wonders and places of interest of our city; *Historic Heritage*, a series in cooperation with the Downtown Manhattan Association; *How It Began*—dramatized stories of interesting and useful beginnings in American Life; *Neighbors and Friends*, a dramatic picture of the people in the community who keep us safe and healthy, in which doctors, lawyers, and dentists of the community participate in person; and *They Fought Alone*, a dramatic series on the history of academic freedom in the western world.

TV BENEFITS MENTAL PATIENTS

His theory that television might be of therapeutic value to mental patients has been proven to the satisfaction of Dr. Rupert A. Chittick, superintendent of the Vermont State Hospital at Waterbury, Vt. Installation of twelve televi-

sion sets, and plans to place additional sets in each of his hospital's thirty-six wards, represents the practical application of his theory and another step in Dr. Chittick's morale lifting program for the institution.

The Vermont State Hospital superintendent had long held to the idea that television might have certain psychiatric benefits for the mentally ill. It was the telecast of the World's Series this past October that convinced him. His enthusiasm, he says, became accentuated when one of the hospital attendants brought a TV set to the hospital's recreation room. The large room was more than half filled with patients who, when they began viewing the Series game, showed more than normal interest. "The reaction of the patients," said Dr. Chittick, "was remarkable."

Voluntary contributions from Vermonters made possible the pur-

chase of the dozen television sets which were installed prior to this past holiday season.

Christmas always represents a high point during the year-long routine of the Vermont State Hospital. With the installation of the twelve new TV sets, the report says, the inmates' joy knew no bounds.

Recent word from Dr. Chittick is "since the television sets have been installed the patient interest and pleasure has proved to be even greater than we expected."

Dr. Chittick's goal, now, it is said, is television in every ward in the hospital as well as radio receivers.

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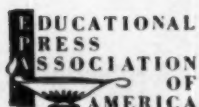
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